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THE UNIVERSITY OF NEW MEXICO
BULLETIN

Problems of Freshman Scholarship in a Small State University

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I

BACKGROUNDS

THE University of New Mexico is a small university. Of the 41 state universities, it ranked 40th in enrollment in 1930. During the two regular semesters of the years, 1930-31, the number of its students totalled 1,154 of which 617 were men, and 537 were women. The summer session of 1930 had an enrollment of 132 men and 408 women. Of the total for the two regular semesters (1154), 989, or almost 86 per cent, gave their residence as New Mexico. These came from 185 high schools of all ranks. There are 101 state-accredited four-year high schools in New Mexico, of which 35 belong to the North Central Association.

The total population of the state in 1920 was 360,350, increasing to a total of 423,317 in 1930. The 1930 census divides this figure as follows:

White	331,755
Negro	2,850
Other Races	88,712

These other races comprise 59,340 Mexicans, 28,941 Indians, and 431 Asiatics. No distinction is here made, obviously, with respect to large numbers of native population known as Spanish-Americans, who have lived for many generations within the state.

The racial complexion of the University, however, reflects little of these non-Anglo-Saxon elements. During the two regular semesters indicated above, only three Indians and 84 Spanish-Americans were enrolled, though there are indications that the proportions of these are becoming greater. For various reasons, also, the proportions of these people increase during summer sessions, but the study here undertaken is concerned only with the regular semesters of 1929-30 and 1930-31. It should be added, that for the two semesters of 1930-31, 642, or almost 56 per cent of the students of the University came from Albuquerque, a city of 30,000, and the immediate vicinity of the University.

The 1930 census distributed the working population of the state under its ten general heads as follows:

Agriculture	58,971
Manufacturing and Mechanical Industries	15,948
Transportation	15,759

Trade	13,494
Domestic and Personal Service	11,620
Professional Service	9,916
Extraction of Minerals	7,983
Public Service	1,982
Forestry and Fishing	1,261
Industry, Not Specified	5,932

The social backgrounds of students in the University are better indicated, however, by a tabulation prepared in the office of the Registrar, issued November 20, 1930, for the group entering during the semester then current:

TABLE I

Occupations of Parents as Shown by Census of Students in the University of New Mexico, November, 1930

Abstractor	1
Accountants	5
Agent, Corp. Commission	1
Apartment House Owner	1
Architect	1
Artists	4
Attorneys	24
Automobile Dealers	3
Bakers	3
Bankers	6
Barbers	5
Beauty Operator	1
Bishop	1
Blacksmiths	2
Boarding House Operator	1
Boilermaker	2
Bookkeepers	5
Butchers	2
Carpenters	11
Caterer	1
Cattlemen	20
Chemists	2
Chiropractors	2
City Street Commissioner	1
City Treasurer	1
Civic Council	1
Civil Engineers	3
Civil Service	2
Clerks	7
Coal Dealers	2
Company Managers	8
Contractors	17
Cotton Dealer	1
Cotton Ginner	1
County Tax Assessor	1
County Treasurers	4
Court Interpreter	1
Dairymen	7
Dentists	9
Deputy United States Marshal	1
Druggists	7
Dry Cleaner	1
Editors	2
Electrical Engineers	2
Engineers	16
Farmers	51
Financing	2
Florist	1
Foremen	4
Forest Supervisors	2
Fruit Dealer	1
Furniture Dealer	1
Garage Owners	5
Gasoline and Oil Dealers	6
Grocers	8
Hardware Dealers	2
Health Inspector	1
Health Seeker	1
Highway Engineer	1
Hotel Managers	4
House Mothers	2
Housewives	25
Implement Dealers	2
Indian Trader	1
Insurance Agents	12
Internal Revenue Department	1
Irrigation Engineer	1
Jewelers	7
Judges	4
Laborers	4
Land Office Engineer	1
Laundrymen	2
Librarian	1
Linesman	1

Locomotive Engineers	4
Lumbermen	9
Machinists	3
Mail Carrier	1
Marshals	2
Mason	1
Matrons	2
Mechanics	14
Merchants	54
Millers	3
Miners	5
Mining Engineer	1
Ministers	16
Monument Dealer	1
Morticians	3
Music Store Proprietor	1
Newspaper	1
Nurses	4
Oil Leases	10
Orchardists	2
Pattern Makers	2
Photographers	2
Physicians	32
Policeman	1
Postal Clerk	1
Postmasters	2
Poultryman	1
President, Retail Credit Association	1
President, Steel Corporation	1
Printers	5
Produce Dealers	3
Radio Dealer	1
Railroad Employees	34
Railroad Mail Clerk	2
Rancher	29
Real Estate Agents	20
Real Estate Owner	1
Restaurant Owner	1
Saleslady	1
Salesmen	22
Seamstress	1
Secretaries of Associations	3
Secretary of State, Assistant	1
Sheep and Wool	2
Sheriffs	4
Shoemaker	1
Shoe Retailers	3
Shop Superintendent	1
Singer	1
Stenographers	2
Stylist	1
Superintendent of Mails	2
Superintendent of Schools	1
Superintendent of Waterworks	1
Surgeons	2
Surveyor	1
Taxi Driver	1
Teachers	30
Telegraphers	3
Telephone Company Employee	1
Tipple Foreman	1
Tobacco	1
Tourist Camp Operator	1
Truck Driver	1
United States Army	1
United States Customs Service	1
United States Engineer	1
United States Forest Service	2
United States Indian Service	2
United States Representative	1
United States Senator	1
Watchmaker and Engraver	1
Wholesalers	3
Wool Broker	2
Writer	1
Retired	25
Unclassified	239
Total	998

Of the total of 659 here classified, approximately 104 fall into the agricultural and stock-raising group, 140 into the professional group, 245 into the classification of business proprietors, and the remainder, or 170, are included largely in the clerical and laboring groups. It is evident that the professional and business classes furnish a relatively much higher percentage than others, although it would probably be safe to estimate that only from 25 to 35 per cent of the fathers of the students of the given semester belong to the class possessing "higher education."

Scholarly accomplishment on the part of a student body depends upon many factors of which the following may be listed:

1. Intellectual ability of students
2. Intellectual habits and attitudes of students
3. Attitudes of parents
4. Attitudes and abilities of the faculty.

Upon this group of factors will depend, on the one hand, the capacity of the student for intellectual attainment, and on the other, the effort which he is willing to exert in this process of education.

The University of New Mexico ranks low in the attainment of its entering classes on the test issued by the American Council on Education. The 1930 Psychological Examination was reported on for 36,479 students in 137 colleges. The median gross score made by 302 beginning students of this institution was 118.18 out of a possible 370, giving it a percentile ranking of .40. On the Iowa Placement Examination for mathematics (MT, Series 1, revised, Form A), the University median score for 85 pre-engineering students was 25 as against the national norm of 33; the percentile ranking of the score 25 is given as .24. Scores for English tests given in 1930 are not available. The median score for 1931 for 278 students on the Iowa Placement Examination for English (Combined EA and ET, Series 1, Form A), was 121 as against the national norm of 135; the percentile ranking of the score 121 is given as .40. The mathematics test given 77 students planning to enter engineering or science for the same year yielded a median score with a percentile ranking of .30.

A further test of freshmen entering in 1931 was made by means of the Sones-Harry High School Achievement Test. A group of 45 students was carefully selected to represent all grades of attainment on the Psychological Test, and the median scores made were compared with those of 750 students in the last half year of their high school work. The median scores of these 45 university freshmen in the four sections of the test, gave them percentile rankings as follows:

Language and Literature	.40
Mathematics	.47
Natural Science	.60
Social Studies	.60

The figures here would seem to show that preparation in English and Mathematics is definitely poorer than in Natural Science and the Social Studies. Also, it must be borne in mind that the norms given for this test are for twelfth grade people, and those who pass on into college are probably a more ambitious and select group.

In a list of nine state institutions using comparable figures for the all-men's average, 1929-30, the University of New Mexico ranked fourth. The figures were published by the Interfraternity Conference in its Interfraternity Scholarship survey for the years named. The averages follow:

1.	Iowa State	83.233
2.	Washington	81.930
3.	South Dakota	80.800
4.	New Mexico	78.975
5.	Colorado	78.413
6.	North Carolina	78.270
7.	West Virginia	77.882
8.	Rutgers (New Jersey)	75.532
9.	Michigan	74.700

The reliability of these figures is severely depreciated by the fact that professors in different universities do not grade in the same way; that is, an average of 75 in one institution may be equivalent to one of 80 in another. However, if this condition be overlooked, it may be assumed that the University of New Mexico average of scholarship for men approximates the average of the group here shown.

An attempt to arrive at some of the attitudes of the various groups mentioned above was made by means of a rating sheet covering seven possible objectives of higher education. The form used is reproduced herewith. Regarding it certain observations are necessary. In the first place, the descriptions of "courses" here given do not pretend to scientific exactitude in any sense. The result desired is some insight into the *relative* appeal of these various educational ends, and since all those using the sheet are subject to the same appeals, inadequacies of statement, however unfortunate, remain a constant factor. In the second place, the method used in computing final ranks for various objectives (see foot note, p. 11, for explanation of the technique employed), provides much latitude for decisions of the ranks; the upper half of the scale is set off against the lower, and an objective may be ranked, for example, one, two or three, without changing the results obtained.

The form used follows:

THE UNIVERSITY OF NEW MEXICO
QUESTIONNAIRE ON COLLEGE CHOICES

May we ask your co-operation in an attempt to measure choices of various groups with regard to college work? First below you will find named a group of classifications which you are asked merely to check in the proper spaces, and second, a group of imaginary descriptions of courses which you are asked to rank according to the directions given. Your prompt return of these blanks will be deeply appreciated.

Check Below Your Classification:

________Father of student

Occupation ____

________Mother of student

________Alumnus

________Alumna

________Public school official

________College instructor

Department of ____

________Student

________Man

________Woman

Directions

Imagine yourself either as a college student or as one interested in guiding college students offered choice of the following "courses." Which would you choose first, both because of inclination and because of the benefit you feel would be derived from it? Which second? And so on. You are asked to rank these courses from 1 to 7 in the columns below, placing a "1" opposite your first choice, a "2" opposite your second choice, and so on.

If you are thinking mainly of "purposes" for a man, please use the column so designated; if in terms of "purposes" for a woman, use the other. (Your rankings in both columns will be welcomed, but in that case each column should contain seven rankings).

Will you please make this representative of your own opinion by refraining from consulting others? You are asked, also, to read through all these objectives before ranking and add others, if you think them desirable.

Courses to be Ranked from 1 to 7

For the Man Student	For the Woman Student	
		A course covering fundamental principles of business and professional life—the development of proper attitudes and habits necessary to business and professional success; the elements of proper investment procedure; elementary techniques in the fields of banking, brokerage, care and transfer of properties, and so forth—which all successful business men and women need to know.
		A course devoted to problems arising in the personal development of the individual—proper appreciation of aesthetic and artistic values, problems of conduct, the development of a philosophy of life, and general reflective thinking.
		A course of study leading to a mastery of an academic, technical, or scientific field and its sources, so that at its conclusion the student may account himself something of a specialist in this field, and feel properly prepared to follow it throughout a lifetime, if he so desires.
		A course designed to promote to the fullest degree possible, the physical perfection of the individual, developing his resources and physical energy, building up permanent bases of health, and making for physical strength and agility.
		A course offering special training in the social amenities, developing the ability to meet people well, to find and choose the proper acquaintances, and "to make one's way" in the proper sense.
		A course dealing with public problems and their solutions—those which have to do with the general welfare of the social group—involving an attack upon political, economic, racial, and other social questions of the day.
		A course intended to give particular attention to the development of proper mental habits—ability to concentrate; to "apply" oneself; to systematize; to perform intellectual labor efficiently, rapidly, and yet persistently.

Others:

Rankings were obtained from 98 parents of students in the University of New Mexico, from 66 New Mexico public school officials, from 38 members of the faculty of the University and from a sampling of 100 men and 100 women from the student body. Parents who responded, grouped themselves approximately as follows:

Business men and ranchers	44
Professional men	19
Mothers	11
Laboring men	7
Unclassified	17
	98

The group of public school officials comprised city superintendents, principals, and county superintendents.

Faculty members were divided on the basis of subjects taught as follows:

English	5	Anthropology	1
Education	4	Art	1
Engineering	4	Biology	1
Modern Languages	4	Government	1
Economics	3	History	1
Chemistry	2	Mathematics	1
Geology	2	Music	1
Physics	2	Psychology	1
Ancient Language	1	Unclassified	3

Parents contributed 83 rankings of objectives for men and 61 rankings of objectives for women. School officials contributed 59 rankings for men and 33 for women. Faculty members turned in 33 rankings for men and 26 for women, while rankings on the part of the students were represented by the full 100 in each case. Rankings in Table II were calculated by placing the number of times a given objective was ranked from 1 to 4 over against the number of times it was ranked from 4 to 7. For example, No. 1, "Fundamentals of Business," was ranked 1 to 4 inclusive by 76.9 per cent of the parents, as against 23.1 per cent who ranked it 4 to 7 inclusive. The percentages given are only those of rankings 1 to 4, but it should be understood that Rank 4 is used twice in each computation.

TABLE II

*Rankings Given Seven Objectives of Higher Education by 98 Parents of Students in the University of New Mexico, 200 Students and 38 Faculty in the Same Institution, and 66 Public School Officials of the State, Together with Percentages of These Ranking the Various Objectives from 1 to 4 as against 4 to 7**

FOR MEN

	Parents		Faculty		Public School		Students	
	Rank	%	Rank	%	Rank	%	Rank	%
1. Fundamentals of Business	1	76.9	5	52.5	1	63.6	2	64.2
2. Appreciation of Values and a Philosophy of Life	4	42.3	2	71.7	4	50.0	4	47.9
3. Mastery of a Field of Knowledge	2	66.3	1	75.7	2	61.7	1	75.2
4. Physical Development	6	38.5	7	14.7	5	47.1	6	35.1
5. Social Amenities	7	35.9	6	18.4	7	35.8	5	46.5
6. Public Problems	5	38.8	4	53.5	6	37.1	7	25.7
7. Proper Mental Habits	3	54.2	3	61.7	3	55.1	3	50.8

FOR WOMEN

	Parents		Faculty		Public School		Students	
	Rank	%	Rank	%	Rank	%	Rank	%
1. Fundamentals of Business	5	50.7	4	43.3	3	51.2	4	51.7
2. Appreciation of Values and a Philosophy of Life	1½	57.3	1	88.9	1	69.7	2	64.8
3. Mastery of a Field of Knowledge	3	56.2	3	53.3	6	41.2	1	75.2
4. Physical Development	6	46.3	7	33.3	5	43.6	6	35.1
5. Social Amenities	1½	57.3	5½	38.9	4	50.0	5	46.6
6. Public Problems	7	23.6	5½	38.9	7	40.5	7	30.2
7. Proper Mental Habits	4	55.8	2	58.6	2	56.7	3	58.1

Several outcomes in this attempt at rating should be observed.

First, "Fundamentals of Business," as an objective of higher education was ranked of first importance for men by both parents and public school officials (though the former were 13 per cent more nearly unanimous than the latter); students ranked it relatively second (though .6% more ranked it 1 to 4 as against 4 to 7 on the scale than did the school officials); while faculty people ranked it fifth. Rather queerly, faculty people placed this objective *relatively* higher for women (4th) than for men (5th), though actually the percentage of 1 to 4 as against 4 to 7 rankings was nearly ten lower. The divergence of the faculty rating here from the others is especially worthy of note. The economic bases

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*Objective measurement of attitudes is always regarded as a procedure so debatable that the method used here is illustrated in full:

Objective No. 1, for example, is ranked as follows by 100 people:

Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7
30	20	20	15	6	7	2

85 people rank it 1-4.
30 people rank it 4-7.

The percentages for these two figures are, respectively, 73.0 as against 27.0. The first of these two percentages was taken for determining the ranking of each objective.

of living hold nothing like the importance for this group that they do for others, and some of the current confusion in education is undoubtedly to be traced to this fact.

Second, the objective on which there is greatest relative agreement is No. 7, "Proper Mental Habits," for men, though, as will be shown below, there is greatest actual unanimity here also among all groups for both men and women. Relatively, Objective No. 2, "Appreciation of Values," etc., ranks highest for women. It will be observed that the faculty group place this objective first for women and second for men. The other groups agree on such high ranking for women, but they also disagree with the faculty group by ranking it fourth for men. There is also close relative agreement as to Objectives 4, 5, and 6.

Third, degrees of actual divergence in rankings are considerable, as shown by the following tables:

TABLE II-A

List of Seven Objectives of Higher Education for Men, Showing the Greatest Divergence Between Any Two Groups of Four (Faculty, Parents, Public School Officials, and Students) in Ranking a Given Objective from 1 to 4 as Against 4 to 7 (Derived from Table II)*

Objective No.	Highest Percentage	Group	Lowest Percentage	Group	Difference in Percentage
4. Physical Development	47.1	Public School	14.7	Faculty	32.4
2. Culture	71.7	Faculty	42.3	Parents	29.4
5. Social Amenities	46.5	Students	18.4	Faculty	28.1
6. Public Problems	53.5	Faculty	25.7	Students	27.8
1. Business	76.9	Parents	52.5	Faculty	24.4
3. Field of Knowledge	75.7	Faculty	61.7	Public School	14.0
7. Mental Habits	61.7	Faculty	50.8	Students	10.9

*For example, 47.1 per cent of the public school officials ranked Physical Development 1 to 4 as against 4 to 7, while only 14.7 per cent of the faculty group marked it so. This constituted a difference of 32.4 per cent, the greatest between any two sets of markings for men.

TABLE II-B

List of Seven Objectives of Higher Education for Women, Showing the Greatest Divergence Between Any Two Groups of Four (Faculty, Parents, Public School Officials, and Students) in Ranking a Given Objective from 1 to 4 as Against 4 to 7 (Derived from Table II)*

Objective No.	Highest Percentage	Group	Lowest Percentage	Group	Difference in Percentage
3. Field of Knowledge	75.2	Student	41.2	Public School	34.0
2. Culture	88.9	Faculty	57.3	Parents	31.6
5. Social Amenities	57.3	Parents	38.9	Faculty	18.4
6. Public Problems	40.5	Public School	23.6	Parents	16.9
4. Physical Development	46.3	Parents	33.3	Faculty	13.0
1. Business	51.7	Students	43.3	Faculty	8.4
7. Mental Habits	58.6	Faculty	55.8	Parents	2.8

In ranking objectives for men, the greatest divergence is between opinions of faculty and public school groups with respect to physical development, a difference of 32.7 per cent. Only 14.7 per cent of the former would give it a ranking of 1 to 4 as against 85.3 per cent who would rank it 4 to 7. On the other hand, 33.3 per cent of the faculty people would rank it 1 to 4 as against 4 to 7 as an objective for women. Evidently, these faculty people were more impressed by the physical needs of women than by those of men.

The greatest divengence with respect to objectives for women occurs between opinions of students and public school officials relative to the mastering of a field of knowledge. The question arises as to whether public school officials are sensing the degree to which modern young college women are looking to careers in professional fields.

The second greatest divergence for both men and women is with regard to Objective No. 2, "'Appreciation of Values and a Philosophy of Life," and this divergence is, in each case, between faculty and parents.

The third greatest divergence is on No. 5, "Social Amenities." Faculty members in both cases place the lower rank upon it, while students among men, and parents for the women give it the higher rating. There is little doubt that here faculty opinion is influenced by the prevalence of social functions upon the campus. Both in this phase of campus life and in the emphasis upon athletics, many college teachers feel, are to be found influences inimical to high achievement in the academic field.

Especially noteworthy in these tables, also, is the recurrence of the faculty group. Out of a possible total of 14 times, each group appears as follows:

Faculty	12
Parents	7
Students	5
Public School Officials	4

Greatest divergence, out of a possible 14 times, occurs between groups as fololws:

Faculty and Parents	6
Faculty and Students	4
Faculty and Public School Officials	2
Parents and Public School Officials	1
Students and Public School Officials	1

In conviction as to the purposes of higher education it is perfectly evident that this faculty group differs decidedly with all other groups, and most often with parents and students. In this connection it should be noted that in no case does one of the widest of these divergences occur between parents and students. The greatest faculty-student divergence is with respect to "Social Amenities" for men—28.1; the greatest parent-student divergence is with respect to "Mastery of a Field of Knowledge" for women—19.0. Perhaps parents, also, are failing to keep abreast of their daughters' ambitions.

Average divergence between three of the groups with respect to the seven objectives may be indicated as follows:

TABLE II-C

Greatest, Least, and Average Divergences Among Four Groups in Ranking Seven Objectives of Higher Education. (Derived from Table II)*

FOR MEN

Groups	Greatest Divergence	Objective	Least Divergence	Objective	Average Divergence for all Objectives
Faculty and Parents	29.4	2. "Culture"	7.5	7. "Mental Habits"	18.1
Faculty and Students	28.1	5. "Amenities"	.5	3. "Fields"	17.6
Faculty and P. S. Officials	32.4	4. "Physical"	6.6	7. "Mental Habits"	17.1
Parents and Students	13.1	6. "Pub. Probs."	3.4	4. "Physical"	8.2
P. S. Officials and Students	13.5	3. "Fields of Knowledge"	.6	1. "Business"	7.8
Parents and P. S. Officials	13.3	1. "Business'	.1	5. "Amenities"	5.3

FOR WOMEN

Groups	Greatest Divergence	Objective	Least Divergence	Objective	Average Divergence for all Objectives
Faculty and Parents	31.6	2. "Culture"	2.8	7. "Ment. Habits"	13.1
Faculty and Students	24.1	2. "Culture"	.5	7. "Ment. Habits"	10.4
Faculty and P. S. Officials	19.2	2. "Culture"	1.6	6. "Pub. Probs."	9.2
P. S. Officials and Students	34.0	3. "Fields"	.5	1. "Business"	9.0
Parents and Students	19.0	3. "Fields"	1.0	1. "Business"	8.3
Parents and P. S. Officials	16.9	6. "Pub. Probs."	.5	1. "Business"	8.0

*For example, the greatest divergence between faculty and parent groups in marking the objectives for men was with respect to Objective No. 2, "Culture," 29.4 per cent more of one group than the other ranking it 1 to 4 as against 4 to 7. The least divergence between these two groups was with respect to Objective No. 7, "Mental Habits," and the average divergence in ranking all seven objectives was 18.1 per cent, or the highest average divergence occurring between any two groups.

It is noteworthy that average divergence in ranking objectives for both men and women is greatest between faculty and other groups, while parents and public school officials see most nearly eye to eye in these matters. Ratings of parents, public school officials and students as groups are in distinct contrast to those of ratings of the university faculty. This is particularly true for the objectives as related to men. Here, also, the range between highest and lowest average divergences is particularly striking. Ratings on the same objectives for women show neither as high nor as low average divergences. On the whole, it is evident, also, that Objective No. 2, "Culture" or "Appreciation of Values and a Philosophy of Life" is the one on which the faculty point of view clashes with others to the greatest degree.

Fifth, since unanimity of opinion within the group can be roughly measured by the range between high and low percentages as found in Table II, it is to be observed that faculty people agree most completely among themselves and public school officials least. This is shown in Table II-D below:

TABLE II-D

Range Between Lowest and Highest Percentages of Agreement Within Four Groups in Marking Seven Objectives of Higher Education for Men and Women. (Derived from Table II)*

	For Men			For Women		
Group	Highest Percent.	Lowest Percent.	Range	Highest Percent.	Lowest Percent.	Range
Faculty	75.7	14.7	61.0	88.9	33.3	55.6
Students	75.2	25.7	49.5	75.2	30.2	45.0
Parents	76.9	35.9	41.0	57.3	23.6	33.7
P. S. Officials	63.6	35.8	27.8	69.7	40.5	29.2

*For example, the highest percentage of faculty people to rank a given objective for men 1 to 4 as against 4 to 7 was 75.7, the lowest 14.7, with a range of 61.0.

Sixth, Table II furnishes striking evidence of the individual as opposed to the social outlook in American higher education. Public problems are not merely of secondary importance, but of fourth to seventh-rate importance as far as the college student is concerned.

To the writer these group attitudes are of deep significance. Group accomplishments in any field of endeavor depend quite as much upon the "drive" emanating from the social background as upon the capacity of group numbers.

There is, without much doubt, a genuine educational problem in the difference between the academic and the "practical" point of view in America. The question to be raised is whether, on the one hand, faculty members are really possessed of a clearer insight into human values, and, on the other hand, whether, once convinced of that possession, they are willing to wage an aggressive fight for a wider recognition of it.

II

PERFORMANCE OF FRESHMEN IN THE UNIVERSITY OF NEW MEXICO

THE tables following attempt to present facts with regard to the achievement of students within the University of New Mexico and to do this in such manner as to make possible, as far as this can be done, contributions of certain factors to these results. The figures used are mostly for the year 1929-30.

Table III shows the number of condition, failure, and grades of failure due to withdrawal (that is, below-passing grades) which were given freshmen living in various quarters, for the year 1929-30. The figures are based on semester marks.

TABLE III

Numbers of Freshmen Men and Women at Four Kinds of Residence During the Two Semesters of 1929-30, together with Numbers and Percentages of Each Who Received Grades of Condition, Failure or Withdrawal with Failure in One or More Subjects

	Room in Private Home	Dormitory	Own Home	Fraternity House	Totals
Number of men	30	47	81	30	188
Number with grade below passing	16	20	48	19	103
Percentage	53.3%	42.8%	59.2%	63.3%	54.8%
Number of women	10	29	74	18	131
Number with grade below passing	2	12	23	6	43
Percentage	20.0%	41.04%	31.08%	33.3%	32.8%
Total number men and women	40	76	155	48	319
Number with grade below passing	18	32	71	25	146
Percentage	45.0%	42.1%	45.8%	51.6%	45.7%

From this table it is evident, of course, that for men the order of excellence of quarters for scholastic achievement is: First, the dormitory; second, the room in the private rseidence; third, the home; and fourth, the fraternity house. For women it is: First, the room in the private home; second, the home; third, the sorority house; and fourth, the dormitory. The low ranking of the home may cause some surprise, but it is easily explained, when it is pointed out that the distractions and interruptions of the home—the radio, demands of other members of the family, the social life of the home, etc.—are many and great. The much greater failure of boys than of girls in the home also suggests the lack of regulation of hours and concentration upon college work obtaining for the former.

As between local and out-of-the-state freshmen, the former seem to do the better work. During the first semester of 1929-30, thirty-five freshmen came to the University from outside New Mexico. Thirty-three of the thirty-five, or 94.2 per cent, received a condition (X), a failure (F), or a withdrawal with failure (WF) grade at some time during the semester. At the same time, 85 local men and women, out of 271, or 31.4 per cent, received such grades. However, the number of out-of-state people here used is small and the deduction needs further confirmation.

Next, tabulation was made of those receiving below-passing grades at any time during the first semester of 1929-30 (that is, at the end of any six-week period) with relation to rank of the high school from which they came. Schools were ranked from 1 to 5 by the state high school inspector. Results are also shown in relation to the four quartiles of the group on the psychological test given—the 1929 form of the test sponsored by the National Council on Education.

TABLE IV

Numbers and Percentages of New Mexico Freshmen Receiving Below-Passing Grades at the End of Any Six-Week Period During the First Semester of 1929-30 in Relation to Rank of Their High Schools and Their Quartile Ranking on Entrance Psychological Test

	1st rank		2nd rank		3rd rank		4th rank		5th rank	
Total Freshmen	72		159		30		9		1	
With grades below passing	No.	%	No.	%	No.	%	No.	%	No.	%
1st Q. (Low)	4	5.5	18	11.3	4	13.3	4	44.4		
2nd Q.	10	13.9	15	9.4	4	13.3	2	22.2		
3rd Q.	7	9.7	9	5.7	1	3.4	1	1.1		
4th Q. (High)	3	4.2	3	1.8	0	0.0	0	0.0		
Total	24	33.3	45	28.2	9	30.0	7	77.7	0	0.0

An interesting outcome here is the larger percentage of failing grades among students from first rank schools than among those from second and third rank schools. This outcome may be explained partially on the ground of the larger percentage of second-Q people from these schools, as will be pointed out later, but it is to be observed that from this rank of school came also the larger percentages of failing grades among the highest-Q students. The inevitable conclusion with respect to such failures is that something in the attitude of this type of student accounts for his scholastic lapses. From the home, the high school, or other than professorial sources upon the campus influences accumulate which discourage scholastic achievement. The University faculty assumes that its procedures by way of educating these people are correct. Students and parents are ready to grant that the college degree has value, but that this value inheres in scholastic achievement they are not so ready to assume.

The University of New Mexico has large numbers of its students who work all or part of their way through school. An accurate check upon this phase of the student's life is difficult to keep up-to-date. Record is made at the time of registration of all such work, but new work is constantly obtained and old work dropped. With such indications as can be obtained from these registration cards and other personnel records, it is estimated that, for the present enrollment, the number of freshmen men who work regularly more than 21 hours a week (3 hours a day) will approximate 30; the number of freshmen women, 5; the number of freshmen men working regularly less than 21 hours a week, 45; the number of freshmen women, 10. For the first semester of 1929-30 the number of freshmen men working outside 21 hours a week who received below-passing grades on one or more subjects at some time during the semester totaled 15, distributed by psychological test quartiles as follows:

1st Q. (Low)	3
2nd Q.	7
3rd Q.	2
4th Q. (High)	3

NOTE: One man in the low quartile and one in the high quartile were out for football in addition. Similarly, three men working outside less than 21 hours a week, received below-passing grades, one in the 1st or low quartile, and two in the 3rd quartile.

Two women, one in the 1st quartile and one in the 3rd, working more than 21 hours a week, received such grades, and one in the 2nd quartile, working less than 21 hours.

The results may be summarized as follows: 15 out of approximately 30 men working 21 hours or more each week, or 50 per cent, received below-passing grades. Three out of approximately 45, or 6.6 per cent, working less than 21 hours a week, received them. Two out of approximately 5 women, working less than 21 hours or more each week, or 40 per cent received them. One out of approximately 10 women, or 10 per cent, working less than 21 hours received them.

Comparing these with the general results of Table III, it is evident that men doing 21 hours or more, did as well as the average man did over the two semesters of 1929-30. Men working less than 21 hours did much better.

Women working 21 or more hours outside work did poorer school work than the average women students and those working less than 21 hours did better.

It would appear, therefore, though the figures here are quite too small for final conclusions as to the women, that women suffer comparatively more than men as a result of the extra loads, but that outside work is not of itself more conducive to low grades than are other factors. In fact, those with the lighter loads of outside work avoid failing grades much better than do average students.

This same problem may be attacked on the basis of the number of hours dropped by these groups.

The average man, the first semester of 1929-30, dropped 2.5 hours, after having registered. This is computed by allowing an average of 17 hours for each of 180 men, totalling 3,060 hours. Investigation shows that men carried 2,615 hours during that semester, leaving a total of 445 dropped, or an average of 2.5 hours per man. Study of the number of hours dropped by men carrying 21 hours or more outside work per week shows it to be approximately 2.0 hours each; for men working less than 21 hours per week, it drops to .62 hours.

Similarly, the average woman student for the given semester dropped 1.6 hours, while women working 21 or more hours a week outside dropped on the average 2.8 hours, and those working less than 21 hours dropped 1.4 hours.

This confirms the result of calculation with respect to below-passing grades both in the relative ability of women to carry more than 21 hours of outside work successfully and in the power of men working outside to keep up to or exceed the records of others.

The factor of athletic participation of freshmen in relation to scholastic achievement was also studied. It was found that of 20 men stating that they were taking part in freshman athletics during the first semester of 1929-30, 14, or 70 per cent received one or more below-passing grades at some time during the semester. Evidently athletics is either more of a deterrent to scholastic achievement than other outside work for remuneration or the group of men taking part in freshman athletics are not as able or as much interested in scholastic attainment as those who have to work at outside jobs. It should be understood, of course, that there is some degree of overlapping between these two groups.

Another factor for study is the relation of intelligence to attainment. Tables V and VI following give data showing some of these relations.

TABLE V

Total Hours Carried by Men and Women by Quartiles (Psychological Test) During Frst and Second Semesters of 1929-30, With Percentages of Below-Passing Grades Received at the End of Six-Week Periods Throughout the Year

	1st Semester						2nd Semester					
	Men			Women			Men			Women		
	Total Hours Carried	Below Passing Hours	Per Cent	Total Hours Carried	Below Passing Hours	Per Cent	Total Hours Carried	Below Passing Hours	Per Cent	Total Hours Carried	Below Passing Hours	Per cent
1st Q.	625	136	21.8	535	96	17.9	446	76	17.0	423	32	7.6
2nd Q.	956	274	28.7	644	14	2.2	717	119	16.6	529	21	3.9
3rd Q.	587	86	14.7	538	7	1.3	424	47	11.1	417	10	2.4
4th Q.	447	65	14.5	225	0	0.0	392	22	5.6	181	0	0.0
					Total			Total				
1st Q.				1,160	232	20.0	869	108	12.4			
2nd Q.				1,600	288	18.0	1,246	140	11.2			
3rd Q.				1,125	93	8.3	841	57	6.8			
4th Q.				622	65	9.7	573	22	3.8			

The first shows the percentage of hours of below-passing grades recenved throughout each semester of 1929-30 out of the total hours carried by all men and women in the four quartiles.

The second, Table VI, analyzes those below-passing grades and shows the percentage of each of F (failure), X (condition), and WF (withdrawn with grade of failure) marks received throughout the first or second semesters out of the *hours carried by these failing people.* For example, in the first semester, men in the first (low) quartile carried 625 hours. One hundred thirty-six hours or 21.8 per cent of these were given a grade below passing for one or more six-weeks periods. These 136 hours comprised (Table VI) 100 hours of F, 36 hours of X and no hours of WF. The people receiving these below-passing marks carried altogether 340 hours. Thus, 29.4 per cent of these were marked F for one or more six-week periods, 10.6 per cent were marked X, and none WF, a total of 40 per cent of these people's marks being below-passing for at least a part of the time.

TABLE VI

Hours Carried by Men and Women Receiving Failing or Condition Grades at Any Time During First or Second Semesters, 1992-30, Together with Percentages of Each Kind of Grade Received. (By Psychological Test Quartiles)

	Hours Carried	Hours F	%	Hours X	%	Hours WF	%	Total	%
				1ST SEMESTER					
				MEN					
1st Q.	340	100	29.4	36	10.6	0	0	136	40.0
2nd Q.	563	159	28.2	68	12.0	47	8.4	274	48.6
3rd Q.	253	33	13.0	40	15.8	13	5.1	86	33.9
4th Q.	170	32	18.8	16	9.4	17	10.0	65	38.2
				WOMEN					
1st Q.	209	66	31.1	19	9.6	11	5.2	96	45.9
2nd Q.	84	10	11.9	4	4.8	0	0.0	14	16.7
3rd Q.	58	5	8.7	1	1.7	1	1.7	7	12.1
4th Q.	0	0	0.0	0	0.0	0	0.0	0	0.0
				TOTAL, MEN AND WOMEN					
1st Q.	549	166	30.2	55	10.1	11	2.0	232	42.3
2nd Q.	647	169	26.1	72	11.1	47	7.3	288	44.5
3rd Q.	311	38	12.2	41	13.2	14	4.5	93	29.9
4th Q.	170	32	18.8	16	9.4	17	10.0	65	38.2
				2ND SEMESTER					
				MEN					
1st Q.	194	56	28.8	20	10.3	0	0.0	76	39.1
2nd Q.	309	58	18.8	38	12.3	23	7.4	119	38.5
3rd Q.	156	12	7.7	22	14.1	13	8.3	47	30.1
4th Q.	94	5	5.3	13	13.8	4	4.3	22	23.4
				WOMEN					
1st Q.	163	17	10.4	10	6.1	5	3.1	32	19.6
2nd Q.	95	14	14.7	3	3.2	4	4.2	21	22.1
3rd Q.	54	9	16.7	0	0.0	1	1.8	10	18.5
4th Q.	0	0	0.0	0	0.0	0	0.0	0	0.0
				TOTAL, MEN AND WOMEN					
1st Q.	357	73	20.5	30	8.4	5	1.4	108	30.3
2nd Q.	404	72	17.8	41	10.1	27	6.7	140	34.6
3rd Q.	210	21	10.0	22	10.5	14	6.6	57	27.1
4th Q.	94	5	5.3	13	13.8	4	4.3	22	23.4

There are four points of particular interest to be observed in these tables; first, as to the difference between men and women in the variations from quartile to quartile; second as to the increase of second-quartile failure over first-quartile failure among the men; third, the slight differences between third and fourth-quartile performance for men; and fourth, the improvement of men and the slight decline of women in the second semester.

In Table V it is to be noted that the percentage of below-passing hours received by freshmen women runs from 3.9 to 26.5 less than the percentage received by freshmen in a corresponding period and quartile. Similarly, as will be noted in Table VI, with one exception, a larger percentage of hours below-passing, varying from 11.6 to 38.2, was received by men in the "stumbling" group than by women in the same period and quartile. The exception is in the first quartile during the first semester. This group of women had not realized the amount of effort necessary to avoid failing marks. The reversal in this quartile during the second semester is notable. College women are more concerned about their record; they are more conscientious, readier to recognize professorial and institutional authority, and probably more convinced of the value inherent in the studies they pursue. Unquestionably, they work harder than the men.

For some reason, second-quartile men failed relatively more hours than first-quartile men in the first semester. Almost 7 per cent more hours received below-passing marks out of the total of second-quartile hours, while men in this deficient group received 8.6 per cent more hours of failing marks than men in the first quartile.

Probably this can be explained in this fashion: First-quartile men have learned in high school that study is hard, and that their minds are slow; they have learned to apply themselves pretty much to the limit of their ability. Second-quartile men, on the other hand, manage to "get by" in high school without severe application, and entering the university with the expectation of expending no greater effort than was necessary in high school, they are caught quite unprepared, both as to habit of study and as to the subject-matter at their command. It is noticeable that the relative improvement in this group over that shown in the first quartile is marked.

Third and fourth-quartile women turned in the kind of records which their ability would lead the observer to expect; men of equal test ranking did not. Of 447 fourth-quartile hours made during the first semester, 14.5 of them were below-passing at various times through the semester (Table V). Relative improvement of fourth-quartile men over third-quartile men in the second semester, however, was two and a half times as great. From Table VI, it is to be observed that if a third or fourth-quartile man is inclined to get failing grades at all, he gets a good many. In the first semester, failing fourth-quartile men received relatively more below-passing hours at various times during the semester than failing third-quartile men.

Among the men, therefore, it appears that effort does not approximate ability so closely as among women. And the causes of this lack of effort are to be found in attitudes. More will be said on this score later.

Finally, it is interesting to note that whereas men of all quartiles tend to "tighten" up during the second semester, women of the second and third quartiles tend either to relax or to wear down during the last half. Whether this is the result of physical weariness or of campus distractions would be an interesting point for study.

Still another important field of study is the relationship of failures among freshmen to various subjects they take during their first and second semesters. Table VII shows percentages of hours of failure or condition made by freshmen men and women in the two semesters of 1929-30 according to subjects and according to quartiles on the psychological test. However, it should be noted that grades used here are final semester grades as contrasted with six-week grades used in Tables V and VI. Also total hours carried as shown by this table will run less than those in Table V for the reason that Table VII accounts only for hours carried throughout the semester.

TABLE VII

Hours Carried (C) by Freshmen Men and Women by Subjects During First and Second Semesters, 1929-30, Together with Hours and Percentages of Condition (X) and Failure (F) Grades Received in Each

FIRST QUARTILE

Subject—Semesters	1st Sem								2nd Sem								Total				
	Men				Women				Men				Women								
	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	X&F	%
Anthro 1 (1, 2)	0			0	0			0	25		10	40	20		5	25	45		15	15	33.3
Archit. 54 (2)									1	1		100.0	0			0	1	1		1	100.0
Arch. 61 (1)	0			0	0			0									0			0	0
Art 71 (2)									0			0	0			0	0			0	0
Art 85 (2)									0			0	0			0	0			0	0
Biol. 1 (1)	0			0	0			0									0			0	0
Biol. 5 (1)	32	4		12.5	44		4	9.0									76	4	4	8	10.5
Biol. 6 (2)									32	4		12.5	36	4		11.0	68	8		8	11.8
Biol. 48 (2)									12			0	15		3	20.0	27		3	3	11.1
Biol. 92 (1, 2)	0				0				0			0	0			0	0			0	0
Chem. 1 (1)	36	3	6	25.0	3			0									39	3	6	9	23.1
Chem. 1 Lab (1)	12	1	3	33.3	1			0									13	1	3	4	30.8
Chem. 2 (2)									21	3		14.3	9			0	30	3		3	10.0
Chem. 2 Lab. (2)									0			0	4		1	25.0	4		1	1	25.0
Chorus (1,2)	2			0	4			0	4			0	4			0	14			0	0
Econ. 15 (1)	24		6	25.0	6		3	50.0									30		9	9	30.0
Educ. 31 (1)	12		2	16.7	33		2	6.1									45		4	4	8.9
Educ. 42 (2)									6			0	36			0	42			0	0
E. E. 1 (1)	7			0													7				0
Engl. 11 (1)	63	9	9	28.6	48	6	9	31.3									111	15	18	33	29.7
Engl. 21 (1, 2)	27	6	6	44.4	42	3	12	35.7	45	3		6.7	30	3	3	20.0	144	15	21	36	25.0
Engl. 22 1, 2)	12	6	3	75.0	0				21			0	30			0	63	6	3	9	14.3
Eng. 51 (1, 2)	0			0	0			0	0			0	0			0	0			0	0
Eng. 62 (2)									0			0	0			0	0			0	0
French 1 (1)	8			0	8		8	100.0									16		8	8	50.0
French 2 (2)									4			0	4			0	8			0	0
Geol. 1 & Lab. (1)	40		4	10.0	40		16	40.0									80		20	20	25.0
Geol. 2 & Lab. (2)									32		4	12.5	24			0	56		4	4	7.2
German 1 (1)	0			0	0			0									0			0	0
Health 1 (1)	66			0	56			0									122			0	0
Health 2 (2)									34		2	5.9	18			0	52		2	2	3.8
Hist. 21 (1)	33		12	36.4	51		6	11.8									84		18	18	21.4
Hist. 22 (2)									24		6	25.0	30		3	10.0	54		9	9	16.7
Hist. 61 (1, 2)	0			0	0			0	0				4			0	4			0	0
H. Ec. 132 (2)									0			0	3	3		100.0	3	3		3	100.0

FIRST QUARTILE—(Continued)

Subject—Semesters	1st Sem								2nd Sem								Total				
	Men				Women				Men				Women								
	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	X&F	%
Latin 6 (2)											0	0					20			0	0
Latin 1 (1)	16			0	4			0	0			0	3			0	3			0	0
Math. A (1)	6			0	0			0									6			0	0
Math. 11 (1)	18	6		33.3	0			0									18	6		6	33.3
Math. 17 (1, 2)	60		5	8.3	10			0	10		5	50.0	0			0	50		10	10	20.0
Math. 18 (2)									10			0	0			0	10			0	0
Orchestra (1)	1			0	1			0									2			0	0
P. E. 1 (1)	23		2	8.7													23		2	2	8.7
P. E. 2 (2)									18		2	11.1					18		2	2	11.1
P. E. 5 (1)					29			0				0					29			0	0
P. E. 6 (2)													23		3	13.0	23		3	3	13.0
P. M. 4 (1, 2)	6		2	33.3	0			0	2			0	0			0	8		2	2	25.0
P. M. 17 (1)	24	3	6	37.5	0			0									24	3	6	9	37.5
P. M. 18 (2)																	4			0	0
Physics 1 (1)	4			0	0			0	3			0				0	3			0	0
Span. 1 (1)	10		5	50.0	0			0									10		5	5	50.0
Span. 2 (2)									10		5	50.0	5			0	15		5	5	33.3
Span. 3 (1, 2)	15		6	40.0	6			0	0			0	0			0	21		6	6	28.6
Span. 41 (1, 2)	0			0	12			0	9		3	33.3	9			0	30		3	3	10.0
Span. 52 (2)									9			0	12			0	20			0	0
Span. 91 (1)	3			0	3			0									6			0	0

SECOND QUARTILE

Subject—Semesters	1st Sem								2nd Sem								Total				
	Men				Women				Men				Women								
	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	X&F	%
Anthro. 1 (1, 2)	5		5	100.0	5			0	25		5	20.0	5			0	40		10	10	25.0
Arch. 54 (2)																	1			0	0
Arch. 61 (1)	6		4	66.7	0			0	1			0					6		4	4	66.7
Art 71 (2)									6		2	33.3	0			0	6		2	2	33.3
Art 85 (2)									3		3	100.0	0			0	3		3	3	100.0
Biol. 1 (1)	4	4		100.0	0			0									4	4		4	100.0
Biol. 5 (1)	8		8	100.0	56			0									64		8	8	12.5
Biol. 6 (2)									8	4		50.0	48	4		8.3	56	8		8	14.3
Biol. 48 (2)									15		3	20.0	18		6	33.3	33		9	9	27.3
Biol. 92 (1, 2)	0			0	0			0	8	4	4	100.0	0			0	8	4	4	8	100.0
Chem. 1 (1)	72	6	15	29.2	18			0									90	6	15	21	23.3
Chem. 1 Lab. (1)	22		5	22.7	6	1		16.7									28	1	5	6	21.4
Chem. 2 (2)									30	3		10.0	15			0	45	3		3	6.7

SECOND QUARTILE—(Continued)

Subject—Semesters	1st Sem								2nd Sem								Total				
	Men				Women				Men				Women								
	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	X&F	%
Chem. 2 Lab. (2)									5			0	5			0	10			0	0
Chorus (1, 2)	2		2	100.0	2			0	3		2	66.7	1			0	8		4	4	50.0
Econ. 15 (1)	42	3	6	21.4	12			0									54	3	6	9	16.7
Educ. 31 (1)	4			0	18		2	11.1									22		2	2	9.1
Educ. 42 (2)									6			0	24		3	12.5	30		3	3	10.0
E. E. 1 (1)	19		2	10.5													19		2		10.5
Eng. 11 (1)	54	3	15	33.3	24			0									78	3	15	18	23.1
Eng. 21 (1, 2)	78	3	9	15.4	84			0	45		3	6.7	24	3		12.5	231	6	12	18	7.8
Eng. 22 (1, 2)	15		9	60.0	3			0	57	3	6	15.8	69		3	4.3	144	3	18	21	14.6
Eng. 51 (1, 2)	0			0	1			0	0			0	2			0	3			0	0
Eng. 62 (2)									0			0	0			0	0			0	0
French 1 (1)	16			0	28			0									44			0	0
French 2 (2)									4			0	4			0	8			0	0
Geol. 1 & Lab. (1)	60		8	13.3	36			0									96		8	8	8.3
Geol. 2 & Lab. (2)									44		4	11.1	20			0	64		4	4	6.3
German 1 (1)	12		4	33.3	4			0									16		4	4	25.0
Health 1 (1)	76	2	2	5.3	74			0									150	2	2	4	2.7
Health 2 (2)									38			0	10			0	48			0	0
Hist. 21 (1)	33		9	27.3	57		3	5.3									90		12	12	13.3
Hist. 22 (2)									24			0	45			0	69			0	0
Hist. 61 (1, 2)	0			0	0			0	2			0	4		2	50.0	6		2	2	33.3
Home Ec. 132 (2)									0			0	0			0	0				0
Latin 1 (1)	8		4	50.0	0			0									8		4	4	50.0
Latin 6 (2)									0				0				0				0
Math. A (1)	14	4	4	57.1	0			0									14	4	4	8	57.1
Math. 11 (1)	6	6		100.0	0												6	6		6	100.0
Math. 17 (1, 2)	105		25	23.8	0			0	25		5	20.0	5			0	135		30	30	22.2
Math. 18 (2)									45	5	10	33.3	5			0	50	5	10	15	30.0
Orchestra 1 (1)	2			0	0			0									2			0	0
P. E. 1 (1)	42	1	4	11.9													42	1	4	5	11.9
P. E. 2 (2)									18	2	3	27.8					18	2	3	5	27.8
P. E. 5 (1)					36			0									36			0	0
P. E. 6 (2)													29			0	29			0	0
P. M. 4 (1, 2)	18			0	0			0	6			0	0			0	24			0	0
P. M. 17 (1)	60	12	21	55.0	0			0									60	12	21	33	55.0
P. M. 18 (2)									6		3	50.0					6		3	3	50.0
Physics 1 (1)	4				0												4			0	0
Span. 1 (1)	0				10		5	50.0									10		5	5	50.0
Span. 2 (2)									5			0	30			0	35			0	0
Span. 3 (1, 2)	9			0	12			0	0				0				21			0	0
Span. 41 (1, 2)	3			0	21			0	6			0	12			0	42			0	0
Span. 52 (2)																	16			0	0
Span. 91 (1)	12			0	6	3		50.0									18	3		3	16.7

THIRD QUARTILE

Subject—Semesters	1st Sem Men C	X	F	%	Women C	X	F	%	2nd Sem Men C	X	F	%	Women C	X	F	%	Total C	X	F	X&F	%
Anthro. 1 (1, 2)	0			0	0			0	10		5	50.0	5		5	100.0	15		10	10	66.7
Arch. 54 (2)									0			0	0			0	0			0	0
Arch. 61 (1)	0			0	4		2	50.0									4		2	2	50.0
Art 71 (2)									0			0	0			0	0			0	0
Art 85 (2)									0				0				0			0	0
Biol. 1 (1)	4			0	0			0									4			0	0
Biol. 5 (1)	16		4		20			0									36		4	4	11.1
Biol. 6 (2)									12			0	16	4	4	50.0	28	4	4	8	28.6
Biol. 48 (2)									9			0	9			0	18			0	0
Biol. 92 (1, 2)	0			0	4			0	0			0	9			0	13			0	0
Chem. 1 (1)	45	6			0												45	6		6	13.2
Chem. 1 Lab. (1)	15	1	1	13.2	0			0									15	1	1	2	13.2
Chem. 2 (2)									27			0	9			0	36			0	0
Chem. 2 Lab (2)									8			0	3			0	11			0	0
Chorus (1, 2)	1			0	0			0	3			0	3			0	7			0	0
Econ. 15 (1)	15		3	20.0	0			0									15		3	3	20.0
Educ. 31 (1)	0			0	21			0									21			0	0
Educ. 42 (2)									3			0	27			0	30			0	0
E. E. 1 (1)	12			0													12			0	0
Engl. 11 (1)	27			0	12		3	25.0									39		3	3	7.7
Engl. 21 (1, 2)	63	9		14.3	36			0	21			0	3	3		100.0	123	12		12	9.8
Eng. 22 (1,2)	3			0	6			0	48		3		54	6	9		111	6	12	18	16.2
Eng. 51 (1, 2)	0				1	1		100.0	1			0	1			0	2	1		1	50.0
Eng. 62 (2)									0			0	0			0	0			0	0
French 1 (1)	12			0	32			0									44			0	0
French 2 (2)									4		4	100.0	20			0	24		4	4	16.7
Geol. 1 & Lab. (1)	36			0	52			0									88			0	0
Geol. 2 & Lab. (2)									20			0	32			0	52			0	0
German 1 (1)	0			0	0			0									0			0	0
Health 1 (1)	50			0	52			0									102			0	0
Health 2 (2)									20			0	12			0	32			0	0
Hist. 21 (1)	24		3	12.0	39			0									63		3	3	4.8
Hist. 22 (2)									21			0	30			0	51			0	0
Hist. 61 (1, 2)	0			0	0			0	0			0	6			0	6			0	0
Home Ec. 132 (2)									0			0	0			0	0			0	0
Latin 1 (1)	8			0	8			0									16			0	0
Latin 6 (2)									6			0	6			0	12			0	0
Math. A (1)	10	2		20.0	0			0									10	2		2	20.0
Math. 11 (1)	12			0	0			0									12			0	0
Math. 17 (1.2)	60		5	8.3	10			0	10			0	0			0	80		5	5	6.3
Math. 18 (2)									45			0	10			0	55			0	0
Orchestra (1)	5		1	20.0	0			0									5		1	1	20.0

THIRD QUARTILE—(Continued)

Subject—Semesters	1st Sem								2nd Sem								Total				
	Men				Women				Men				Women								
	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	X&F	%
P. E. 1 (1)	20		1	5.0													20		1	1	5.0
P. E. 2 (2)									18			0					18			0	0
P. E. 5 (1)					27		1	3.7									27		1	1	3.7
P. E. 6 (2)													22		2	9.0	22		2	2	9.0
P. M. 4 (1, 2)	10			0	0			0	8			0	0			0	18			0	0
P. M. 17 (1)	36			0	0			0									36			0	0
P. M. 18 (2)									3			0					3			0	0
Physics 1 (1)	4			0	0			0									4			0	0
Span. 1 (1)	10			0	0			0									0			0	0
Span. 2 (2)									15			0	15			0	30			0	0
Span. 3 (1, 2)	3			0	6			0	0			0	0			0	9			0	0
Span. 41 (1, 2)	9	3		33.3	9			0	0				0				18	3		3	16.7
Span. 52 (2)									3			0	6			0	9			0	0
Span. 91 (1)	3		3	100.0	9			0									12		3	3	25.0

FOURTH QUARTILE

Subject—Semesters	1st Sem								2nd Sem								Total				
	Men				Women				Men				Women								
	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	X&F	%
Anthro. 1 (1, 2)	10		5	50.0	5			0	10			0	0			0	25		5	5	20.0
Arch. 54 (2)									0			0	0			0	0			0	0
Arch. 61 (1)	2		2	100.0													2		2	2	100.0
Art 71 (2)									0			0	0			0	0			0	0
Art. 85 (2)									0			0	0			0	0			0	0
Biol. 1 (1)	0			0	0			0									0			0	0
Biol. 5 (1)	8			0	20			0									28			0	0
Biol. 6 (2)									8	4		50.0	12			0	20	4		4	20.0
Biol. 48 (2)									3			0	6			0	9			0	0
Biol. 92 (1, 2)	0			0	0			0	4			0	0			0	4			0	0
Chem. 1 (1)	36	3			0			0									36	3		3	11.1
Chem. 1 Lab. (1)	11			0	0			0									11			0	0
Chem. 2 (2)									27			0	0			0	27			0	0
Chem. 2 Lab. (2)									8			0	0			0	8			0	0
Chorus (1, 2)	0			0	2			0	2			0	3			0	7			0	0
Econ. 15 (1)	9			0	0			0									9			0	0
Educ. 31 (1)	0			0	12			0									12			0	0
Educ. 42 (2)									0			0	12			0	12			0	0
E. E. 1 (1)	6			0													6			0	0

FOURTH QUARTILE—(Continued)

Subject—Semesters	1st Sem								2nd Sem								Total				
	Men				Women				Men				Women								
	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	%	C	X	F	X&F	%
Eng. 11 (1)	9			0	0			0									9			0	0
Eng. 21 (1, 2)	57	3	6	15.8	36			0	9			0	3	3		100.0	105	6	6	12	11.1
Eng. 22 (1,2)	9		3	33.3	3			0	48			0	27	6	3	33.3	87	6	6	12	13.8
Eng. 51 (1, 2)	0			0	0			0	0			0	0			0	0			0	0
Eng. 62 (2)									1			0	1		1	100.0	2		1	1	50.0
French 1 (1)	24			0	8			0									32			0	0
French 2 (2)									24			0	8			0	32			0	0
Geol. 1 & Lab. (1)	20			0	8			0									28			0	0
Geol. 2 & Lab. (2)									16			0	4			0	20			0	0
German 1 (1)	4		4	100.0	0			0									4		4	4	100.0
Health 1 (1)	44			0	26			0									70			0	0
Health 2 (2)									14			0	4			0	18			0	0
Hist. 21 (1)	24		3	12.5	18			0									42		3	3	7.1
Hist. 22 (2)									21			0	12			0	33		0	0	0
Hist. 61 (1, 2)	0			0	2			0	0			0	2			0	1			0	0
Home Ec. 132 (2)													3			0	3			0	0
Latin 1 (1)	0			0	0			0									0			0	0
Latin 6 (2)									3			0	0			0	3			0	0
Math. A (1)	2			0	0			0									2			0	0
Math. 11 (1)	18			0	6			0									24			0	0
Math. 17 (1, 2)	35			0	0			0	5			0	0			0	40			0	0
Math. 18 (2)									35		5	14.3	5			0	40		5	5	12.5
Orchestra (1)	0			0	1			0									1			0	0
P. E. 1 (1)	20			0													20			0	0
P. E. 2 (2)									14			0					14			0	0
P. E. 5 (1)					13			0									13			0	0
P. E. 6 (2)													9			0	9			0	0
P. M. 4 (1, 2)	8			0					6			0					14			0	0
P. M. 17 (1)	40	3		7.5	0												40	3		3	7.5
P. M. 18 (2)									0			0	0			0	0			0	0
Physics 1 (1)	4		4	100.0	0			0									4			4	100.0
Span. 1 (1)	0			0	0			0									0			0	0
Span. 2 (2)									0			0	15			0	15			0	0
Span. 3 (1, 2)	3		3	100.0	3			0	0			0	0			0	6		3	3	50.0
Span. 41 (1, 2)					3			0				0	0			0	3			0	0
Span. 52 (2)									3			0	6			0	9			0	0
Span. 91 (1)	0			0	0			0									0			0	0

Several points are worthy of consideration in this connection. First there are subjects which prove difficult for all classes of freshmen. Four subjects which, during the year studied, caused more than ten per cent of each quartile to receive X (condition) or F (failure) grades, together with these percentages are listed below:

	1st Q.	2nd Q.	3rd Q.	4th Q.
Anthropology 1	33.3	25	66.7	20
Biology 6	11.8	14.3	28.6	20
Chemistry 1	23.1	23.3	13.2	11.1
English 22	14.3	14.6	16.2	13.8

This table raises the question of the relationship between failing grades and psychological test scores. It is noticeable, particularly in Anthropology 1, Biology 6, and English 21, listed above, that the third-quartile people failed a relatively greater number of hours than the second or first-quartile people. Also, in English 21, according to Table VII, it will be observed that both third and fourth-quartile people do relatively poorer work than second-quartile people.

Such percentages serve to emphasize once more the necessity for finding other factors than academic ability in order to account for results in scholarship, yet when all subjects and all hours are added together the discrepancy as to relationship between psychological test grades and scholarship is found in the second quartile only.

From Table VII it will be seen that in each quartile the percentage of subjects in which failures or conditions occurred were as follows:

	1st Q.	2nd Q.	3rd Q.	4th Q.
Subjects with Failures or Conditions	32	37	21	13
Total Number of Subjects Carried	48	53	49	47
Percentage	66.6	69.8	42.9	27.7

Similarly, the percentage of the *number* of failing or condition hours with respect to the total number of hours carried shows the same kind of relationship:

	1st Q.	2nd Q.	3rd Q.	4th Q.
Hours of Failure or Condition Subjects	253	312	95	61
Total Hours Carried	1,886	2,192	1,463	962
Percentage	13.4	14.2	6.5	6.3

With this one exception, then, the curve of failure goes definitely downward as one ascends the scale of academic ability. This exception of the second quartile in this connection serves to confirm the findings previously made, and discussed on page 22.

Subjects which show the closest relationship with academic ability, as indicated on the psychological test, are: Chemistry 1 Laboratory, Chemistry 2, English 11, Geology 1, and Spanish 3. Three other subjects; namely, French 1, History 22, and Pattern Making 17, show large percentages of failure for first-quartile people and none thereafter.

Finally, it should be pointed out that percentage of failure for these freshmen is almost invariably large when they are permitted to register in advanced classes. Even third and fourth-quartile people make a poor showing in classes designed primarily for more advanced students. It can probably be assumed that the methods used in such classes have as much to do with these failures as the subject-matter—perhaps more. The gap between secondary and college types of work has not yet been successfully bridged, and this point should not be lost sight of.

III

SOME GENERAL CONCLUSIONS

SUCCESS in college, from the point of view of the faculty, means, on the whole, bluntly, the attainment of high marks. But the attainment of high marks, as has been repeatedly discovered, is not dependent upon any single factor. Broadly, it hinges upon the abilities and the attitudes of students, parents, and faculty. Abilities of students will include native intelligence and preparation in the way of both academic background and habits of study; abilities of faculty members mean, emphatically, not only knowledge of subject-matter but skill in the transmission of that knowledge and wisdom in the degree of its applicability to both individual and social problems. Add to these elements, the judgments, illusions, convictions, and prejudices of various groups of taxpayers with respect to the purpose of a state university and it is not difficult to see why the fostering of student scholarship in such an institution is neither a simple nor a stable problem.

Deliberate and planned laziness is not a characteristic of youth. Youth may be heedless; it may not know how to work; it may be wrapped up in its biological impulses; but it does not lack energy, nor does it hesitate to expend that energy, once convinced of the value of the results obtainable. The habit of "getting by" is undoubtedly one of the outcomes of modern college life, but most often it is an unconscious outcome for the student; he did not set out to develop such a habit or attitude. Students will always choose and formulate modes of expression, channels through which their vitality may find release. European students, under stress of listening to long and continuous lecturing, do it peaceably in long smoking-room discussions or violently in student riots. American students, under similar stress, organize a host of "activities." And these forms of expression betoken much as to the current social attitude toward life and toward college.

Americans, generally, have some rather well-defined attitudes of this sort. First, they tell us that since young people admittedly have this abundance of energy and urge toward lively behavior, college must, in consequence, be a somewhat rollicking affair. Collegiate escapades never lack an interested audience, and, provided they are not accounted downright immoral, such adventures are simply smiled or winked at. Moreover, it is probably a degeneration of this kind of attitude which has something to do with the demand that university athletic teams shall furnish the public with entertainment, no matter at what cost or at what violation of intellectual standards. The pressure of this demand and the depths to which it has dragged whole university communities offer an interesting commentary upon the immaturity of the American public, though happily there are signs in other sections of its abatement and an approach to moderation.

In the second place, American life today represents the culmination of three centuries of struggle on the part of the average Western individual for freedom of expression. And this movement, originating among the *bourgeoisie* of Europe, particularly the middle class of England, has interpreted success and freedom in terms predominantly of individual economic success and individual economic freedom. Such a statement need hardly be argued, although this point of view is so ingrained in most people that they would be at a loss to conceive other attitudes. No more subtle evidence of this condition can be cited than the fact that the greatest heresy—almost the only real heresy—in the more advanced parts of America today is economic heresy.

This does not make, as might be supposed, for materialistically-minded students, but it does make for students looking upon life in terms of individual success only, and upon that success in highly objective fashion. According to Table II, men and women students in this institution agreed in placing the solution of public problems at the bottom of the list of college objectives. Apparently, without in any degree sensing the fact that individual success in a profession or business must depend upon the general welfare, or perhaps better, because of a sublime faith in America as "the greatest nation on earth" and in the Constitution as an automatic guarantee for eternal national stability (both of them comfortable American doctrines), these young people insist that public problems are to them of slightest concern.

Again, the table testifies as to the objecive quality of the backgrounds of these individual ambitions. Men students place knowledge of the fundamentals of business as second in importance, or next to the mastery of a specialized field; parents and public school officials place it first. But business success has not been commonly associated in the mind of the public with academic proficiency. The legend of the effeminate, bespectacled pedant as the representative recipient of high marks in college is still vigorous. Studies such as that made by Bridgman for the American Telephone and Telegraph Company are having their influence, but knowledge of them is not widespread. Hence another count in favor of the activities.

Now all this disagrees rather sharply with the faculty point of view. Faculty people still believe in the supreme worth of culture, and they do not account the mastery of the fundamentals of business of as great importance as attack upon the problems of society in general. But by other classes these intellectuals are regarded to a great extent as visionaries, not as what one writer, describing university teachers of Europe, calls "the high priests of learning." Such a condition does not encourage initiative nor leadership; and the average college teacher in America, as Martin says, "trots well in harness." All of which tends to minimize his influence among many—perhaps most—students and parents.

Happily, however, young people remain amenable to the call of high living and the conquests necessary to it. And American college teachers, dealing with their own peculiar people, will establish their leadership whenever they show genuine fearlessness in attacking vital questions, and when they offer guidance that proves sound, even though a lapse of years is necessary to demonstrate its value. On the other hand, we cannot expect young average Americans to step out of the pragmatic atmosphere of their rearing freely and easily into the realms of specialized knowledge and ideas of a less tangible sort. In this matter, it seems to me, teachers are guilty of two kinds of errors. First, it is easy for each to assume that unless a student shows continued and detailed interest in a subject he is not a good student. But that every student should approach this subject with an interest in any degree similar to that of the specialist is, of course, impossible. The percentage of American undergraduates who become college teachers is small. In the second place, good pedagogy demands that we proceed from the known to the unknown. The American student needs evidence of the relationship of this wider field of knowledge and ideas to the world that he already knows. Few people realize those relationships or can express them so well as the mature specialist, one in whom learning has brought some degree of mellowness; but in our college courses we still cling to that long-abandoned pedagogy which maintained that the way to teach children to read was first to give them straight lines, out of the straight lines to form letters, out of the letters to form words, and finally out of the words to construct sentences. Modern psychology has stressed the importance of mental patterns and the association of those patterns in learning.

To meet some of these typically American conditions, two typically American devices have been evolved—and let us not forget that so long as we remain conditioned as human beings we shall have to continue to resort to devices. The first is the orientation or survey course. The former, more broadly, and the latter, more narrowly with respect to a single field of knowledge, undertake to set up a relationship between the student in his known world and the larger realm, to show him the vitality of that connection, and thereby induce him to essay more heartily the steps necessary to mental growth. The second is the device known as vocational guidance. It is one toward which, of course, the protagonist of liberal education is apt to feel both scorn and revulsion; and if he has come into contact with certain types of American urban institutions devoted largely to professional and pre-professional training, he has abundant ground for his feeling. But even the ardent disciple of the liberal arts must find a medium of expression; art itself demands the most rigorous development of techniques, and we must remember that the majority of American college students today are entering neither artistic nor purely intellectual fields. Particularly for that large group of students who come into our institutions of higher learning simply with the idea of "going to college," of getting a degree, of plunging into college "activities," study and intellectual attainment can be sharpened and vitalized by insistence upon their connection with the vocational aspects of life beyond college. The danger in these devices, however, of which there must remain constant awareness is the tendency to make of them ends instead of means to ends.

Cutting across the curve of purpose or effort runs the curve of ability. College work requires brain power, and those without a fairly liberal allowance of it find themselves out of place in higher education as at present constituted. Even with the most laudable purpose and with the expenditure of the most thorough-going effort they are destined to fail. On this point considerable confusion seems to arise in many people's minds, including the minds of certain of the humanitarian faction of the public school group. If public education is shaped so as to contribute to the welfare and happiness of individuals, then why are not *all* individuals entitled to the right of pursuing it so long as they find satisfaction in doing so? As James Truslow Adams has pointed out, the law of diminishing returns operates quite as effectually in education as in economics. No one would think of conferring or attempting to confer higher education upon the mentally dull, yet no one can as yet draw a sharp line of demarcation between the fit and the unfit. Psychologists are inclined to limit higher education to the upper twenty per cent in the scale of intelligence, but this raises the question as to whether higher education as we know it at present is properly constituted. Perhaps the public will itself help solve the problem, once it is forced by circumstances to see certain salient points.

So far as the public does any thinking with regard to allowing itself to be taxed for general higher education, it probably would sum up its reasons under three main heads: (1) Parents desire full opportunities for their children—including opportunities among the lower classes for rising socially. (2) There is obvious necessity for professional training. (3) There is need for the general dissemination of "culture." The first two of these, and undoubtedly the more powerful, are of a practical nature. There are evidences that the public is more inclined to turn a critical eye upon the product of this educational process than formerly. When that public comes to a realization that the *general* welfare depends very greatly upon the expertness and the thinking ability of its leaders, and that not everybody who aspires to leadership is thereby endowed with the necessary qualities, it will demand more emphatically that they be worthy of the training lavished upon them. Under these terms, college would again, become more social, less individualistic; no society can afford to bestow upon any member benefits which he proposes to hug tightly to himself. Higher education would then provide the training-ground for superior minds capable of rendering various needed forms of expression in a civilization, both in a smaller and in a larger way. Its recipients would avoid a hypocritical and selfish "service" on the one hand and a sentimental and mawkish humanitariansism on the other; but they would always be deeply concerned with a realistic attack upon the problems of Western civilization for the sake of preserving and improving that civilization. If, as Briffault has pointed out, civilized man is coming for the first time, not through the sharpening of his intelligence, but by way of hard knocks, to realize that the "interests of individuals cannot be served in any secure and permanent manner without taking into account the interests of the whole of mankind," it may be that even the American public may come to demand that its leadership possess the power to think through its problems. And, given the American genius for execution, with more far-sighted planning for all of its people, American achievement and contribution to the history of the race are assured. Here is ground for appeal to the most rampant energy of any student or to the most consuming zeal of any teacher.

Conclusions of this section, then, may be recapitulated as follows:

First, in view of the generally practical motives and ideals of American life, the student must be shown a relationship between that life and the subject-matter of higher education, thereby developing a willingness to expend the necessary effort for the mastery of these fields of knowledge.

Second, there must be developed in him a sense of responsibility for his scholastic, professional, or business success, not merely individually, but socially. Culture, power, or ability of any kind can yield a high degree of personal satisfaction, but never the highest until given expression in terms of general human enjoyment or benefit.

Third, intellectual ability is and must remain a prime requisite to higher education. Society has a right to demand that those on whom is conferred the highest training shall possess unquestioned ability to conserve, to develop, and to make the widest possible use of knowledge.

IV

SPECIFIC REMEDIES

THE evidence here presented indicates that beginning students at the University of New Mexico rank about the middle or slightly below in the range of ability and preparation of entering college students the country over. In order to raise its scholastic showing, therefore, certain general movements are necessary within the state and the institution, which may be outlined as fololws:

1. State-wide encouragement of *all* students of outstanding ability to go on with higher education, and the proper preparation of these people.
2. The better preparation of all high school graduates in English and in mathematics, if they plan to enter scientific or engineering careers.
3. The development of more responsible attitudes on the part of students toward higher education, both preceding and during its process.

As to the first of these, Americans pride themselves upon the accessibility of their educational system, and they have a way of saying that anybody of genuine ability will somehow work his way through, even to the topmost stages. But investigation soon proves this untrue. The economic handicap keeps out of the University many who by all counts belong there. We need more scholarships, more loan funds, and even state aid for highly capable and worthy students. In New Mexico, I should like to see a special training school at the University, made up of students specially selected for ability, and given special aid, if necessary. Properly administered, it would be one of the state's greatest assets.

In relation to the second point above, it should be more generally realized among school administrators that specialists are needed in high school work just as in higher education. A good English teacher does not usually turn out to be a good mathematics teacher, nor does a good mathematics teacher, as a rule, do good art teaching. In small high schools it is impossible, many times, to recognize these special abilities, but if they are sufficiently respected, they will more often be sought and given play.

It is with respect to the third of these general points, however, that attention is being especially directed; that is, toward the fostering of greater effort on the part of students. In this institution, Freshman Week, the Orientation Course, work in Vocational Guidance, and much of the work of the personnel department have been established with this end in view. But much work remains to be done. While there is always danger of misapprehension as to the purpose and the value of suggestions such as follow, they are offered with a view to laying down at least a definite starting-line for discussion and thinking.

Only a brief enumeration is undertaken here:

1. Establishment of survey courses within the departments, such as Biology 1 and 2.
2. A study hall for freshmen men. Under this plan, every man of the entering class who on two successive six-week reports received one or more X (condition) or F (failure) grades would be required to study in a hall on the campus under a proctor provided by the University for the first four nights of each of the six weeks following.
3. The postponement of initiation of members into fraternities until after registration of the sophomore year and the completion of a satisfactory scholastic record throughout the freshman year. Such an arrangement would entail financial assistance from the University for a period of one or more years, but it is felt that the outcome would be worth the cost.
4. Development of special preliminary instruction for freshmen in each department with respect to the peculiar problems and methods of attack upon the special subject-matter of that department.
5. Encouragement to be given to the establishment of the three-track plan or any other plan which will differentiate pupils in high school on the basis of ability, and require capacity work from bright pupils.
6. A continuous plea for more adequate records in high schools relative to the abilities and interests of graduates entering the University.
7. Extending to high-grade upper-classmen in the University the privilege of "reading-periods," or the use of other devices to foster independence and power of research. Such a privilege, it is felt, would have a definite reaction also upon the lower classes.
8. The organization of high school clubs comprising the top twenty per cent of high school juniors and seniors over the entire state, according to results of tests sent from the University. A trophy to be awarded each year to the school with the highest percentage gaining admission to the group. A permanent trophy to be awarded each

year to the school with the largest total percentage to date. Programs and leaders, both student and faculty, to be furnished at times by the University. Special emphasis upon social responsibility and individual research. The organization to be esoteric.

9. Special organization and recognition of these leaders during freshman and sophomore years in the University, together with the granting of special privileges, as long as scholarship records are maintained.
10. Development of terminal courses in the first two years, or Lower Division, of the University to take care of the academically less talented student who needs specific vocational training in a shorter period.

As has been said before, no device has merit unless it prove itself a means or vehicle for the expression of broad purposes on the part of the users. It is felt that these which have been enumerated might serve such purposes and stimulate scholastic attainment in this institution. All of them presuppose continuous good teaching and continuous interest in the individual student on the part of all University officials, whether teachers or administrative officers.